

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

School Results

School: Riverton School

District: Portland Public Schools

Code: 1134-1359



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Grade Level Summary Report

School: Riverton School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1359

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				51	6	12	24	47	15	29	6	12	542	462	23	49	18	10	547	13,086	15	56	21	7	546	
	MATH			52	3	6	20	38	13	25	16	31	538	467	20	36	18	26	542	13,103	17	45	19	19	543	
WRITING				51	5	10	19	37	19	37	8	16	539	459	17	40	29	14	541	13,053	10	35	42	14	539	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Reading Results

School: Riverton School
District: Portland Public Schools
State: Maine
Code: 1134-1359

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

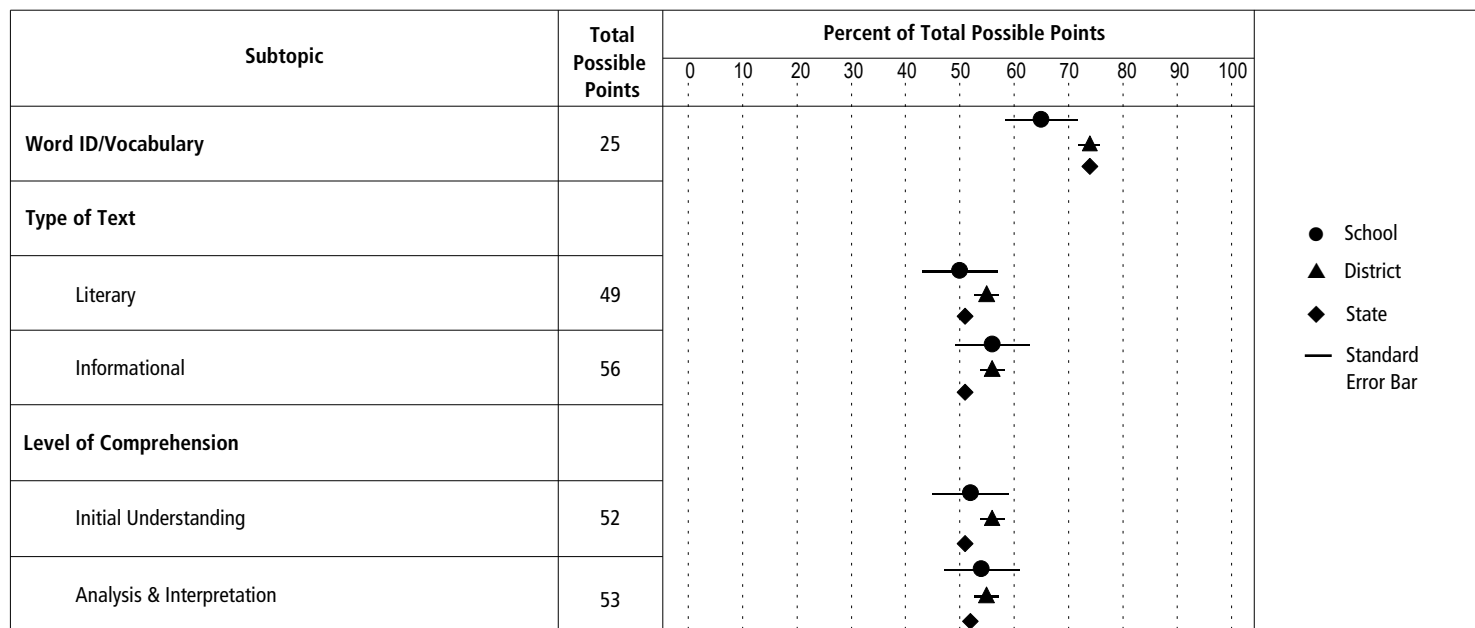
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				70	3	4	22	31	24	34	21	30	537
2011-12				57	6	11	27	47	13	23	11	19	542
2012-13				51	6	12	24	47	15	29	6	12	542
Cumulative Total				178	15	8	73	41	52	29	38	21	540
District													
2010-11				463	82	18	218	47	93	20	70	15	544
2011-12				469	102	22	237	51	73	16	57	12	546
2012-13				462	107	23	226	49	82	18	47	10	547
Cumulative Total				1,394	291	21	681	49	248	18	174	12	546
State													
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
2012-13				13,086	2,028	15	7,320	56	2,773	21	965	7	546
Cumulative Total				39,968	6,160	15	21,815	55	8,705	22	3,288	8	545





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Reading Results

School: Riverton School
District: Portland Public Schools
State: Maine
Code: 1134-1359

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				51	6	12	24	47	15	29	6	12	542	462	23	49	18	10	547	13,086	15	56	21	7	546
Gender																									
Male				23	2	9	10	43	8	35	3	13	541	240	18	54	18	10	546	6,649	10	58	23	9	544
Female				28	4	14	14	50	7	25	3	11	544	222	29	43	17	10	548	6,437	21	54	19	6	548
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										20	30	20	35	15	545	236	13	50	26	11	544
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						110	3	47	36	14	540
Asian				8										28	14	57	21	7	546	186	30	52	16	3	551
Black or African American				24	1	4	10	42	11	46	2	8	540	98	3	45	33	19	539	378	6	43	30	21	539
Native Hawaiian or Pacific Islander				0										0						11	0	82	18	0	547
White				19	4	21	9	47	3	16	3	16	546	305	30	51	11	7	550	11,983	16	57	21	7	546
Two or more races				0										11	9	55	18	18	542	182	12	56	27	5	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				26	2	8	12	46	9	35	3	12	541	112	4	46	29	21	539	345	3	38	33	26	537
Former LEP student - monitoring year 1				1										6						25	44	52	4	0	554
Former LEP student - monitoring year 2				0										1						16	38	50	0	13	552
All Other Students				24	4	17	11	46	6	25	3	13	544	343	29	50	14	7	550	12,700	16	56	21	7	546
IEP																									
Students with an IEP				8										86	3	30	30	36	535	2,165	2	28	40	30	535
All Other Students				43	5	12	24	56	13	30	1	2	545	376	28	53	15	4	550	10,921	18	61	18	3	548
SES																									
Economically Disadvantaged Students				44	5	11	20	45	14	32	5	11	542	259	10	49	25	17	542	6,629	8	53	28	11	543
All Other Students				7										203	40	49	8	2	554	6,457	23	59	15	3	549
Migrant																									
Migrant Students				0										1						3					
All Other Students				51	6	12	24	47	15	29	6	12	542	461	23	49	18	10	547	13,083	15	56	21	7	546
Title I																									
Students Receiving Title I Services				51	6	12	24	47	15	29	6	12	542	220	17	45	22	16	544	3,550	8	49	33	11	542
All Other Students				0										242	29	52	14	5	550	9,536	18	59	17	6	547
504 Plan																									
Students with a 504 Plan				3										8						321	8	64	22	6	545
All Other Students				48	5	10	23	48	14	29	6	13	542	454	23	49	18	10	547	12,765	16	56	21	7	546

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Mathematics Results

School: Riverton School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1359

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

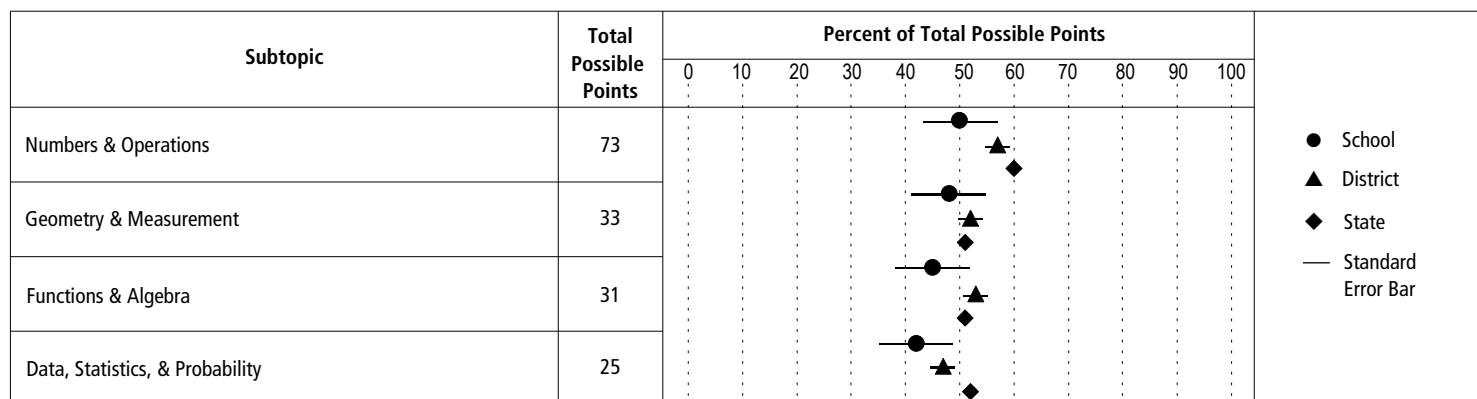
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				72	3	4	21	29	17	24	31	43	533
2011-12				57	2	4	20	35	15	26	20	35	536
2012-13				52	3	6	20	38	13	25	16	31	538
Cumulative Total				181	8	4	61	34	45	25	67	37	535
District													
2010-11				480	50	10	193	40	95	20	142	30	539
2011-12				472	77	16	218	46	74	16	103	22	542
2012-13				467	93	20	170	36	83	18	121	26	542
Cumulative Total				1,419	220	16	581	41	252	18	366	26	541
State													
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
2012-13				13,103	2,225	17	5,928	45	2,463	19	2,487	19	543
Cumulative Total				40,067	6,525	16	18,516	46	7,569	19	7,457	19	543





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Mathematics Results

School: Riverton School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1359

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				52	3	6	20	38	13	25	16	31	538	467	20	36	18	26	542	13,103	17	45	19	19	543
Gender																									
Male				23	1	4	12	52	5	22	5	22	540	244	20	35	20	24	542	6,660	17	45	18	20	543
Female				29	2	7	8	28	8	28	11	38	536	223	19	38	15	28	541	6,443	17	45	19	18	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										19	11	32	0	58	535	235	11	34	26	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						111	5	39	23	32	538
Asian				8										29	7	48	17	28	541	190	31	41	16	12	548
Black or African American				25	0	0	7	28	9	36	9	36	536	103	4	20	28	48	533	387	6	23	26	45	534
Native Hawaiian or Pacific Islander				0										0						11	9	55	9	27	543
White				19	3	16	9	47	3	16	4	21	541	305	27	41	16	16	545	11,987	17	46	18	18	544
Two or more races				0										11	18	36	0	45	539	182	12	50	15	23	541
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				27	0	0	9	33	9	33	9	33	536	119	3	22	27	48	533	359	3	21	25	52	532
Former LEP student - monitoring year 1				1										5						24	50	42	0	8	551
Former LEP student - monitoring year 2				0										1						16	44	25	25	6	551
All Other Students				24	3	13	11	46	4	17	6	25	540	342	25	42	15	18	545	12,704	17	46	19	18	543
IEP																									
Students with an IEP				8										85	5	16	19	60	531	2,168	3	23	23	51	533
All Other Students				44	3	7	19	43	12	27	10	23	540	382	23	41	18	18	544	10,935	20	50	18	13	545
SES																									
Economically Disadvantaged Students				45	2	4	16	36	12	27	15	33	537	264	10	28	22	39	537	6,646	8	41	23	28	539
All Other Students				7										203	33	47	12	8	548	6,457	26	49	15	10	547
Migrant																									
Migrant Students				0										1						3					
All Other Students				52	3	6	20	38	13	25	16	31	538	466	20	36	18	26	542	13,100	17	45	19	19	543
Title I																									
Students Receiving Title I Services				52	3	6	20	38	13	25	16	31	538	221	16	31	21	32	539	3,561	6	36	27	31	538
All Other Students				0										246	23	41	15	21	544	9,542	21	49	16	15	545
504 Plan																									
Students with a 504 Plan				3										8						321	11	46	22	21	542
All Other Students				49	2	4	20	41	12	24	15	31	538	459	20	36	17	26	542	12,782	17	45	19	19	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Writing Results

School: Riverton School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1359

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

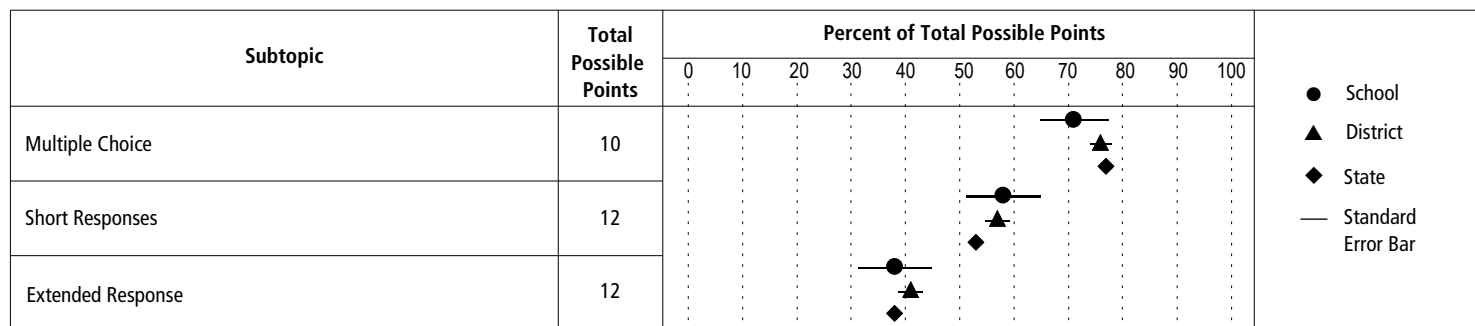
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				70	1	1	11	16	33	47	25	36	532
2011-12				57	5	9	16	28	23	40	13	23	536
2012-13				51	5	10	19	37	19	37	8	16	539
Cumulative Total				178	11	6	46	26	75	42	46	26	535
District													
2010-11				462	54	12	151	33	181	39	76	16	539
2011-12				468	41	9	190	41	170	36	67	14	539
2012-13				459	76	17	182	40	135	29	66	14	541
Cumulative Total				1,389	171	12	523	38	486	35	209	15	540
State													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
2012-13				13,053	1,264	10	4,546	35	5,418	42	1,825	14	539
Cumulative Total				39,883	3,172	8	13,827	35	17,789	45	5,095	13	539





Fall 2012 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2011-2012

Disaggregated Writing Results

School: Riverton School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1359

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				51	5	10	19	37	19	37	8	16	539	459	17	40	29	14	541	13,053	10	35	42	14	539
Gender																									
Male				23	2	9	8	35	7	30	6	26	536	239	11	38	33	17	539	6,633	5	28	48	19	536
Female				28	3	11	11	39	12	43	2	7	541	220	23	41	25	11	544	6,420	15	42	34	9	542
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				0										19	21	26	32	21	539	235	9	26	51	14	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						111	4	24	45	27	533
Asian				8										28	11	43	25	21	540	188	20	44	29	6	545
Black or African American				24	1	4	8	33	13	54	2	8	539	99	4	33	39	23	536	378	6	24	45	25	535
Native Hawaiian or Pacific Islander				0										0						11	9	55	27	9	541
White				19	3	16	7	37	5	26	4	21	538	302	22	42	26	10	544	11,948	10	35	41	14	539
Two or more races				0										11	0	55	27	18	536	182	10	30	41	19	538
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				26	1	4	10	38	12	46	3	12	539	112	3	37	40	21	536	343	4	22	47	27	534
Former LEP student - monitoring year 1				1										5						24	25	58	13	4	548
Former LEP student - monitoring year 2				0										1						16	13	56	25	6	544
All Other Students				24	4	17	8	33	7	29	5	21	538	341	21	40	26	13	543	12,670	10	35	41	14	539
IEP																									
Students with an IEP				8										84	1	12	37	50	528	2,155	1	9	44	46	528
All Other Students				43	5	12	19	44	16	37	3	7	542	375	20	46	28	6	544	10,898	11	40	41	8	541
SES																									
Economically Disadvantaged Students				44	3	7	18	41	16	36	7	16	539	256	8	35	34	23	537	6,607	5	28	47	20	536
All Other Students				7										203	28	45	23	4	547	6,446	15	41	36	8	542
Migrant																									
Migrant Students				0										1						3					
All Other Students				51	5	10	19	37	19	37	8	16	539	458	16	40	29	14	541	13,050	10	35	42	14	539
Title I																									
Students Receiving Title I Services				51	5	10	19	37	19	37	8	16	539	219	12	37	30	21	538	3,542	5	25	50	21	535
All Other Students				0										240	21	42	29	9	544	9,511	12	38	39	12	540
504 Plan																									
Students with a 504 Plan				3										8						320	4	31	51	14	537
All Other Students				48	5	10	18	38	17	35	8	17	539	451	17	39	29	15	541	12,733	10	35	41	14	539

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.